

are now so popular. Nearly every magazine has found it necessary to make some response to the now general demand for literature about the forests and fields and their denizens.

"I am convinced," says our Social Chat correspondent, "that gentle treatment of animals has a tendency towards making the boy a gentleman." That is probably true, but it is certainly true that being a gentleman has a tendency towards making the boy gentle in his treatment of animals. Has it not been said, "The merciful man is merciful to his beast"? And is not mercy to the helpless one of the indispensable qualities of gentlemanliness?

Mr. Kestler has our thanks for his letter on the value of good literature and for his suggestion as to how to get the best books before our readers. We are now corresponding with some prominent publishing houses and hope to succeed in arranging some suitable plan. Meanwhile we shall be glad to have Mr. Kestler and others give us their views as to the really indispensable classics for the farmer's library.

FOR BIRD PROTECTION.

Prof. T. Gilbert Pearson and the Audubon Society are doing a great work for North Carolina in teaching the people, and especially the farmers, the value of our common birds. The Society leaflet which we are reprinting on page 2, contains some very strong arguments against our present bird policy. We understand that there is a movement on foot to have the Legislature levy an annual tax of \$10 or more on each non-resident who hunts in North Carolina, the money thus raised to be used in paying game wardens, etc., to enforce the laws and protect the birds. This tax would not be felt by the Northern sportsmen, most of whom spend several times ten dollars for traveling expenses, equipment, etc., for each visit they pay us. South Carolina, we are informed, imposes a tax of \$25 on alien sportsmen, and in some other Southern States the tax is even heavier.

Contagious foot and mouth disease, one of the most dreaded of cattle plagues, has broken out in several New England States and threatens serious injury to the stock interests of the country. The National Department of Agriculture has ordered a quarantine against Massachusetts, Rhode Island, Connecticut, and Vermont, and England has forbidden the importation of all New England cattle. The disease is very infectious, spreading with marvelous rapidity unless carefully guarded against.

In this number of The Progressive Farmer Dr. H. F. Freeman presents a plan for a tobacco growers' combine which we shall be glad to have discussed in our columns—in fact, we should like to have growers write us their views as to any feature of the tobacco situation. The recent decline in prices has been very marked; some high grades are selling lower than three years ago. No official call has been issued, but we are in a position to announce with certainty that a tobacco farmers' meeting will be held in Rocky Mount on the 19th inst., and that later one or two meetings will be held in other parts of the State.

Our legislators can find some thoughts worth studying in the Charlotte Observer's article, "Lawlessness and Its Causes" on page 11. That "unrighteous delays of the law" are fostering lawlessness cannot be denied, and our legislatures and bar associations should work together to remove these faults that clog the wheels of justice. One of the most prominent lawyers in the State said to us recently that he believed that on the whole our legal machinery had been so bent in the effort to protect the accused prisoner that it had become unjust to the accusing public. We fear that the charge is not wholly groundless.

THE BOARD OF EXAMINERS AND THE NEGRO A. AND M. COLLEGE.

The general recommendations of the State Board of Examiners seem to be good, but it is putting it mildly to say that they went off half-cocked in their report on the colored A. and M. College at Greensboro. The vigorous reply of Hon. A. M. Scales of the Board of Trustees, shows this conclusively. It looks very much as if the Examiners went to the institution with deep-seated prejudice against its kind of education, and with a hasty and merely nominal inspection, proceeded to "roast" the management in a manner highly spectacular. But the reply of Mr. Scales was not a whit less vigorous than the attack of the critics and seems to be very much more reliable. While the Examiners' report indicated that the institution had less than sixty pupils costing about \$300 each annually, Mr. Scales asserts that there are 114 students and that the average cost is only \$138.15, more than half of which is paid by the National Government. As to two other charges inexplicably wide of the mark, Mr. Scales says:

"As a matter of fact during the time mentioned (sixteen months) there was spent on the farm, including machinery, etc., \$4,488.81 instead of \$10,052.88; and on the brick yard installed only about a year ago, including cost of machinery, building and all materials, the sum of \$1,900.19, instead of \$8,252.23, as stated, making errors of \$14,916.11 in these two items alone. The brick yard is paying expenses and the farm is making a handsome income."

And without intending to reflect on the character of the Board of Examiners (for we believe that their errors were due to haste and to prejudices honestly formed), we cannot forbear quoting the manly words with which Mr. Scales concludes his defense:

"The examiners advise against further appropriations 'until it is shown by experience that this kind of teaching is calculated to promote the best interests of the great mass of our needy people.' Men and brethren, be honest. If you want to take away appropriations from the negro, do it like men. Don't say you will close up an institution until it demonstrates by experience what it can do."

"If the General Assembly thinks it can improve the management, I feel sure that all the Board of Directors will willingly resign, but it would be a fatal mistake to close up the institution. The college has been built up under many difficulties to a point of great usefulness, and it would be a pity to have so much effort and invested capital wasted in order to save a paltry \$7,500 and because a board of examiners, after a few hours looking around, said it should be done. There are people in North Carolina who would like to take away all aid from the negro, and possibly the examiners thought it would be popular to 'roast' this leading institution of a helpless race, or possibly they thought it was expected of them to 'roast' somebody and recommend a saving somewhere, and not daring to select a powerful white institution, and yet wishing to show a *raison d'être*, they fall upon a weak and disheartened race."

"I worked as hard as any one to get the negro out of politics, but I thank God that I am not so narrow and so small of soul as to want to deprive him of a chance in life. We must be patient with the negro and we can afford to be magnanimous."

What we have said is not intended as a defense of the management of the College. We have never visited the institution nor carefully investigated its methods, hence it is not for us to commend it or accuse it of inefficiency. We know only that Mr. Scales seems to have made a crushing and effectual reply to the criticisms made by the Board of Examiners. Doubtless some improvements can and should be made, but the recommendation to withdraw all appropriations has had the props knocked from under it. If there are defects, remedy them, but do not destroy the institution which is providing for the negro race the kind of education best adapted to its needs.

Education and the Protective Tariff.

The States that have been educating all their people for several generations have been levying a protective tariff upon those States that have allowed the great masses of their people to remain in a state of comparative ignorance and illiteracy; for example, New England and the South, Massachusetts and North Carolina.

The great masses of our folks are paying with hard labor at 75 cents a day for improved machinery invented by educated brain and manufactured by trained hand at not less than four or five dollars a day. There is a tariff of \$3.25 or \$4.25 levied upon us by education. We work at 75 cents a day to pay for a thing the makers of which get \$4 or \$5 a day for their work.

All the wealth of uneducated India and of ignorant Africa, with all their wonderful natural resources, has been poured into the lap of little, educated, free trade England. It is a protective tariff that free trade England levies through its education and civilization upon ignorance.

The protective tariff that we are most interested in to-day in North Carolina is this tariff that is levied upon the great masses of our people by the States whose masses have been better educated and trained. It must continue to be true that the uneducated and the untrained will be doomed to furnish free raw material and pay for the brains that must be mixed with it to transform it into forms of value and usefulness, not by legislation, but by the laws of God and nature.—Hon. J. Y. Joyner, Superintendent of Public Instruction.

ix Essentials in Education.

There are six essential constituents of all worthy education—constituents which make part of the educational process from first to last, in every year and in every age.

The first constituent is the careful training of the organs of sense, through which we get incessant and infinitely diversified communications with the external world, including in that phrase the whole inanimate and animate creation with all human monuments and records. Through the gate of accurate observation come all kinds of knowledge and experience. The little child must learn to see with precision the forms and letters, to hear exactly the sounds of words and phrases, and by touch to discriminate between wet and dry, hot and cold, smooth and rough. The organs of sense are not for scientific uses chiefly: all ordinary knowledge for practical purposes comes through them, and language too, with all which language implies and renders possible. Then comes practice in grouping and comparing different sensations or contacts, and in drawing inferences from such comparisons—practice which is indispensable in every field of knowledge. Next comes training in making a record of the observations, the comparisons, or the grouping. This period may obviously be made either in the memory or in written form, but practice in making accurate records there must be in all effective education. Fourthly comes training of the memory, or, in other words, practice in holding in the mind the records of observations, groupings, and comparisons. Fifthly comes training in the power of expression—in clear, concise exposition, and in argument, or the logical setting forth of a process of reasoning. This training in the logical development of a reasoning process is almost the consummation of education; but there is one other essential constituent, namely, the steady inculcation of those supreme ideals through which the human race is uplifted and ennobled—the ideals of beauty, honor, duty and love.

These six I believe to be essential constituents of education in the highest sense: we must learn to see straight and clear; to compare and infer; to make an accurate record; to remember; to express our thought with precision; and to hold fast on lofty ideals.—President Charles W. Eliot, of Harvard University.